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the learner's attention; the auditory-motor type of memorizer is more rapid, though less sure in learning. All-round development of imagery is the educational ideal. Meumann believes that these types are the result of congenital dispositions but that they are subject, though to a relatively slight degree, to the influence of training and education. Teachers should examine children with a view to discovering their memory types and also their attention types and the essential features of their methods of learning should be brought to the pupils' attention. Formal memory exercises should at first be adapted to the peculiar mental types of the children, but gradually there should be a transition to the development of an all-round training of imagery.

It is fortunate that this work on the learning process by the leading exponent of experimental education in Germany has been made accessible to the wide circle of American readers who are interested in this important field. Professor Baird has succeeded in rendering the work into English of clear and readable character—a task which those who have read the original will agree was no easy one. The detailed analyses, classifications and sub-classifications, added to the somewhat prolix (from an English point of view) style of the author, have not prevented the translator from giving us a work easily understandable by anyone familiar with psychological literature. At the same time the original has been faithfully followed and we now have for the first time in English a resumé of Meumann's views on education.

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E. H. CAMERON

*Grundzüge der Psychotechnik*, von HUGO MÜNSTERBERG, Leipzig, 1914.  
Verlag von Johann Ambrosius Barth. 733 pp. Bibliography.

The *Grundzüge der Psychotechnik* was first formulated as a series of lectures at the University of Berlin—the first university to offer a course in Applied Psychology, the author tells us. It is dedicated to James McKeen Cattell. The principles laid down in Volume I, published many years ago, and which were worked out without especial changes in other publications, appear now in this—Volume VI—in their true meaning and justification. For according to the belief of the author, an investigation, scientific or otherwise, is of value in proportion as it contributes directly to the common good.

As in the case of other German publications of Münsterberg, this is a systemic treatise, written in textbook style, dogmatic in tone, with much attention to definition, distinction and illustration—but few facts. Indeed, it seems to be the view of the author that facts are relative and negligible—the theory's the thing. And this presentation of the theory is directed to man in his administrative capacity, as the following may indicate "If we are to change the world, to reform and improve men, to teach or to cure them, to make them perform efficient labor or to organize them for common action, then we must treat man as a system of causes which will produce certain effects. We must be able to foresee what will happen and to determine how we can mold the mind." This quotation taken from a corresponding English book by the author, represents fairly, I think, the author's point of view. It is the parent-child relation looked at from the parent's point of view. It is the individual to be manipulated by the administrator, not the individual from his own point of view which is investigated. The practical administrator, then, is the object of Professor Münsterberg's regard—the jurist, the physician, the preacher, the politician, the man of commerce. The book is in-

tended as an introduction to the psychology of his subject, for each of the men named. Suggestion therefore plays a considerable part in the discussions, and the hope of acquiring facility in the art of suggestion for practical ends is the motive to which the book seems to appeal.

But the author hopes that Psychology also will reap some reward. In recent years considerable numbers of men of zeal but little training have undertaken investigations of the individual in his relations to the fields of education, sociology, medicine, ethics, economics, politics, etc. Also, the men actively engaged in these fields look to Psychology for light which they do not find. And furthermore, some Psychologists have gone over into practical fields and have found the problems of real life. While such efforts are praiseworthy, there is a vast waste of effort owing to the vagueness of the fields and the lack of a single point of view; and results of the labor are often useless for want of fundamental principles. These fields of work then, so far as they are concerned with the individual in his mental aspect, need their problems more clearly formulated, legitimate aims set in the foreground, and the fundamental principles so definitely pronounced that order may come of chaos. Under such an Aufgabe, further work might be stimulated and the results become of value, whether this work is done by psychologists, pseudo-psychologists or the men actively engaged in such fields. To supply the deficiency of aim, problems and principles is the purpose of this volume, and it is hoped that Psychology may benefit thereby.

The volume is divided into two parts, of which Part I deals mainly with the implications of the double standpoint in Psychology, its hypotheses and the relations to Applied Psychology. Over against Applied Psychology, we have Theoretical Psychology, which may be subdivided into Causal and Purposive Psychology. The general argument is that Causal Psychology has become too narrow and unproductive; that it has set for itself unnatural and artificial problems; that it has become limited almost to Physiological Psychology. Causal Psychology should have a wider and more useful aim. It should consider, for example, the influences which surround each individual—such as suggestion from without—and influences which are internal—such as autosuggestion, voluntary attention and will. Present day Experimental Psychology, in limiting itself to the content of consciousness, cannot find these influences because they have no content. Nevertheless, the author believes, they are vital forces in our lives.

Part II deals with the special fields of Sociology, Personal and Community Health, Economics, Ethics both social and individual, Education, Art, and finally the relations of Psychology to the Natural Sciences, Historical Sciences, Philology and Philosophy. The rising appreciation of wide individual differences in society, of radical, conservative and socialistic tendencies, of race mixtures, of sex differences, of the young and aged, renders it unnecessary to argue at length as to the need for a science of psychognosis. In the discussion of each of the above fields, the points at which such a psychognosis is needed, are indicated. The advice to the sociologist (or to any one in another field) is usually phrased as follows "Psychology can help here," "This problem cannot be solved without the assistance of Psychology," etc. In similar fashion, the general problems of each field are put under the microscope and are seen to have a psychological aspect and a technical aspect. Neglect of factual material, however, leave the reader somewhat unconvinced as to the exact contribution which

Psychology, as distinguished from Psychognosis can make, and the respects in which the Psychognosis proposed will be superior to that which the Historian or Economist now make. And while the author claims the prime necessity of scientific method for the solution of these problems, it is evidently not the method with which Experimental Psychology is familiar. For the practical man is interested in ends, purposes, personality, Will—in short, in an interpretation of life. And for this an Applied Psychology is needed. Such a Psychology would perhaps be willing to recognize a certain small value in Experimental Psychology of the present day variety—provided Experimental Psychology will lend itself a little more to this view of the necessity of interpreting life—but otherwise, both Theoretical and Applied Psychology can and will neglect Experimental Psychology and proceed with their own true business. Throughout, Professor Münsterberg pays his respects to Experimental Psychology in this vein.

References to experiments already performed by Professor Münsterberg in the field of Applied Psychology, are somewhat vague. "Experience shows," "the analysis shows," "the experiments indicate" are frequently repeated. Experimental psychologists who wish that these experiments had been carried at least to the point of control, and that hypotheses had come from described facts, find therein a meaning of the term "experiment" which it seems highly desirable to avoid. The purpose of an experiment, in the sense in which it appears in this and other writings, seems to be—to convince the experimenter that his previous judgment is correct. But if the conclusions are disputed, there are no records which will show that this conclusion and no other could have been drawn from them. For Münsterberg, an experiment has served its whole purpose when it offers an interpretation to the experimenter. For Applied Psychology, the experiment should yield a suggestion for some situation in practical life. The suggestions may then be ordered, classified, and finally articulated in terms of the theory which preceded the experiment. Following this method, Münsterberg has undoubtedly done his work in masterly fashion. It is a logical, well organized and well balanced presentation. Perhaps the only criticism which Experimental Psychology should offer is that it leaves room for doubt whether or not there are any facts to support the conclusions.

A good working bibliography for each of the applied fields is to be found at the end of the book.

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*The Negro Races: A Sociological Study.* By JEROME DOWD. II, New York, The Neale Pub. Co., 1914. 310 pp.

This volume is one of a series on the sociological study of mankind from the standpoint of race. The author is head of the Department of Economics and Sociology in the University of Oklahoma. The first volume, which dealt with the West Africans, was published by the Macmillan Co. in 1907. The present volume is devoted to the Negroes of East and South Africa. A third volume, on the Negroes in America, is in course of preparation.

In the preface to the earlier volume, the author points out the fact that "up to the present time sociologists, in tracing the evolution of society, have constructed theories based upon data selected promiscuously from opposite quarters of the earth and from many different races." This method would suffice if the races had lived